

Design and Technology

Early Learning Goals	Physical Development	Fine Motor Skills	I can use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share their creations, explaining the process they have used.

What we do...

Autumn	Spring	Summer
- FS1 Problem: A biscuit company wants to create a new biscuit where children can design their own face on it. – Design Brief: Design and make a face biscuit using different ingredients. - FS2 Problem: It is almost winter time and we need shelter for farm animals at a local farm. Design Brief: Design and make a shelter for the three little pigs. - FS1/2 Problem: It is almost Christmas time and we don't have any decorations for our tree! Can you help to make some for our class tree? Design Brief: Make a Christmas tree decoration for our class tree.	FS1 Problem: During fruit time, children would like more than one fruit to eat. Design Brief: Design and make a healthy snack with a variety of fruits.	

Geography

Early Learning Goals	Understanding the World	People, Culture and Communities	I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		
		The Natural World	I know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. I can understand some important processes and changes in the natural world around them, including the seasons.		
What we do...					
Autumn		Spring		Summer	
- European Day of Languages - Harvest Festival - Diwali - Bonfire Night - Remembrance Day - BBC Children in Need - Seasons / Weather - Wood Visits - Library Visits - Exploring Earth – Using Google Maps to see where key people (e.g. ourselves, artist) or animals live and places we are visiting in our locality.		- RSPB's Big Schools' Birdwatch - Chinese New Year - Red Nose Day - Easter - Seasons / Weather - Woods Visits - Library Visits - Exploring Earth – Using Google Maps to see where key people (e.g. ourselves, artist) or animals live and places we are visiting in our locality.		- Earth Day - Ramadan - World Ocean Day - Minibeast Orienteering (Using a map of the school ground.) - Seasons / Weather - Woods Visits - Library Visits - Exploring Earth – Using Google Maps to see where key people (e.g. ourselves, artist) or animals live and places we are visiting in our locality.	

History

Early Learning Goals

Understanding
the World

Past and
Present

I can talk about the lives of people around me and their roles in society.
I can know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
I can understand the past through settings, characters and events encountered in books read in class and storytelling.

What we do...

Autumn

- Families / Weekend Books
- Looking back at Dojo photos / Floor Books
- Storytelling / Reading
- European Day of Languages
- Harvest Festival
- Diwali
- Bonfire Night
- Remembrance Day
- BBC Children in Need
- Christmas

Spring

- Families / Weekend Books
- Looking back at Dojo photos / Floor Books
- Storytelling / Reading
- Space – Learning about astronauts landing in space.
- Chinese New Year
- Red Nose Day
- Easter

Summer

- Families / Weekend Books
- Looking back at Dojo photos / Floor Books
- Storytelling / Reading
- Ramadan
- History Week

Art			
Early Learning Goals	Physical Development	Fine Motor Skills	I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. I can use a range of small tools, including scissors, paintbrushes and cutlery. I can begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share their creations, explaining the process they have used.
What we do...			
Autumn		Spring	Summer
- Making Skills: Drawing. Painting Collage. Textile. Printing. Sculpture. - Artists: Jackson Pollock. Andy Goldsworthy. Yayoi Kusama. - Final Responses: Rainbow paint splatting. Transitional art in woods. Firework printing. Spotted pumpkins. Gruffalo Sculptures.		- Making Skills: Painting Printing. Sculpture. Drawing. - Artists: Wassily Kandinsky. Edward Tingatinga. Barbara Hepworth. Vincent van Gogh. - Final Responses: Colour mixing. Drawings/ paintings of animals. Printing with objects. Clay viewfinder necklace. Sunflower painting.	- Making Skills: Collage. Sculpture. Painting. Printing. Drawing. - Artists: Henri Matisse. Ashlie Urquhart. Jackson Pollack. Howardena Pindell. Yayoi Kusama. - Final Responses: Snail collage. Bug sculptures. I Matter bee art. Representations of the sea. Clay fish.

PE			
Early Learning Goals	Physical Development	Gross Motor Skills	I can negotiate space and obstacles safely, with consideration for themselves and others. I can demonstrate strength, balance and coordination when playing. I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Personal, Social and Emotional Development	Managing Self	I can be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. I can explain the reasons for rules, know right from wrong and try to behave accordingly. I can manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	I can work and play cooperatively and take turns with others.
	Expressive Arts and Design	Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
What we do...			
Autumn		Spring	Summer
• Sure Tots • PE Athletics and movements • PE Coordination		• Sure Tots • PE Balance • PE Coordination / Throwing and Catching	• Sure Tots • PE Invasion Games • PE Striking / Field Games

Music

Early Learning Goals

Expressive
Arts and
Design

Being
Imaginative
and Expressive

I can sing a range of well-known nursery rhymes and songs.
I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

What we do...

Autumn

- All About Me Songs
- Nursery Rhyme Sing Along
- Traditional Tale Songs
- Performance of Traditional Tales in the Woods
- Christmas Songs
- Rhyme Time
- Dance / Sure Tots

Spring

- Rhyme Time
- Dance / Sure Tots
- Growing Songs
- Animal / Space songs

Summer

- Rhyme Time
- Dance / Sure Tots
- Minibeast Song
- Summer Songs

RE

Early Learning Goals	Understanding The World	Past and Present	I can talk about the lives of the people around them and their roles in society. I can understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
	Personal, Social and Emotional Development	Building Relationships	I can show sensitivity to their own and others' needs.

What we do...

Autumn	Spring	Summer
- Looking back at Dojo photos / Floor Books - Storytelling / Reading - European Day of Languages - Harvest Festival - Diwali - Bonfire Night - Remembrance Day	- Chinese New Year - Mother's Day - Easter - Pancake Day - Red Nose Day	- Father's Day - Ramadan

PSHEE

Early Learning Goals	Communication and Language	Listening, Attention and Understanding	I can hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	I can express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.
	Personal, Social and Emotional Development	Managing Self	I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge. I can explain the reasons for rules, know right from wrong and try to behave accordingly. I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Self-Regulation	I can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Building Relationships	I can work and play cooperatively and take turns with others. I can form positive attachments to adults and friendships with peers. I can show sensitivity to their own and others' needs
	Understanding the World	Past and Present	I can talk about the lives of people around them and their roles in society.
	Physical Development	Gross Motor Skills	I can negotiate space and obstacles safely, with consideration for themselves and others.

What we do...

Autumn	Spring	Summer
- The Langold Way - Anti-bullying - Mental Health Awareness Day - Mindfulness walks - Children In Need	- The Langold Way - Safer Internet Day - Red Nose Day	- The Langold Way - Community Event

Science

Early Learning Goals	Communication and Language	Listening, Attention and Understanding	I can make comments about what they have heard and ask questions to clarify their understanding.
	Understanding the World	The Natural World	I can explore the natural world around them, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around them and contrasting environments, drawing on my experiences and what has been read in class. I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	Personal, Social and Emotional Development	Managing Self	I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

What we do...

Autumn	Spring	Summer
• Our Bodies • Planting • Circuits • Wood Visits • Forces • Oral Health • Animal Care	• Space • Shadows • Ice melting • Gravity • Food • Growing • Plants • Wood Visits	• Minibeasts • Circuits • Forces • Sea creatures • Melting • Wood Visits

Writing

Early Learning Goals

Writing: Transcription Handwriting - Letter Formation, Placement and Positioning

Physical Development	Fine Motor	I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Literacy	Writing	I can write recognisable letters, most of which are correctly formed.

Writing: Composition - Planning, Writing and Editing

Literacy	Writing	I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others.
Expressive Arts and Design	Being Imaginative and Expressive	I can invent, adapt and recount narratives and stories with peers and teachers.

Writing: Composition - Awareness of Audience, Purpose and Structure

Communication and Language	Speaking	I can participate in small group, class and one-to-one discussion, offering my own ideas, using recently introduced vocabulary. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.
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Writing: Vocabulary, Grammar and Punctuation - Sentence Construction and Tense

Communication and Language	Speaking	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can express my ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from my teacher.
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Writing: Vocabulary, Grammar and Punctuation - Use of Phrases and Clauses

	Communication and Language	Speaking	I can express my ideas and feelings about my experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from my teacher.
	Writing: Vocabulary, Grammar and Punctuation - Poetry and Performance		
	Literacy	Comprehension	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	I can make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	I can invent, adapt and recount narratives and stories with my peers and their teacher. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
	Writing: Vocabulary, Grammar and Punctuation - Non-Fiction		
	Literacy	Comprehension	I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Communication and Language	Speaking	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
What we do...			
Autumn		Spring	Summer
- Fine motor activities in continuous provision. - Poems. - Initial sounds. - Captions. - Labelling.		- Fine motor activities in continuous provision. - Handwriting - Poems. - Initial sounds. - Captions. - Labelling. - Simple sentences.	- Fine motor activities in continuous provision. - Handwriting - Poems - Initial sounds. - Captions. - Labelling. - Simple sentences. - Using connectives.

Reading		
Early Learning Goals	Reading: Word Reading - Phonics and Decoding	
	Literacy	Word Reading
	I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words consistent with my phonic knowledge by sound-blending. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	
	Reading: Word Reading – Common Exception Words	
	Literacy	Word Reading
	I read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	
	Reading: Comprehension - Understanding and Correcting Inaccuracies	
	Literacy	Comprehension
	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. I can anticipate (where appropriate) key events in stories. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
	Reading: Comprehension - Comparing, Contrasting and Commenting	
Communication and Language	Listening, Attention and Understanding	I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
	Speaking	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Reading: Comprehension - Words in Context and Authorial Choice		
Communication and Language	Speaking	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy	Comprehension	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.

			I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Reading: Comprehension - Inference and Prediction		
	Communication and Language	Speaking	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	I can anticipate (where appropriate) key events in stories.
	Reading: Comprehension - Poetry and Performance		
	Literacy	Comprehension	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	I can make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	I can invent, adapt and recount narratives and stories with my peers and my teacher. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
	Reading: Comprehension - Non-Fiction		
	Communication and Language	Speaking	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
What we do...			
Autumn		Spring	Summer
- Poems. - Reading for pleasure books. - Picture books. - Phonics books – matched to phonics knowledge.		- Poems. - Reading for pleasure books. - Picture books. - Phonics books – matched to phonics knowledge. - Guided reading.	- Poems. - Reading for pleasure books. - Picture books. - Phonics books – matched to phonics knowledge. - Guided reading.

Mathematics			
Early Learning Goals	Mathematics: Mathematical Vocabulary		
	Communication and Language	Speaking	I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.
	Mathematics: Number and Place Value - Counting		
	Mathematics	Number Patterns	I can verbally count beyond 20, recognising the pattern of the counting system.
	Mathematics: Number and Place Value - Identifying, Representing and Estimating Numbers		
	Mathematics	Number	I can subitise (recognising quantities without counting) up to 5.
	Mathematics: Number and Place Value - Compare and Order Numbers		
	Mathematics	Number Patterns	I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	Mathematics: Number and Place Value - Understanding Place Value		
	Mathematics	Number	I have a deep understanding of numbers to 10, including the composition of each number.
	Mathematics: Addition and Subtraction - Mental Calculations		
	Mathematics	Number	I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Mathematics: Addition and Subtraction - Solve Problems		
	Mathematics	Number Patterns	I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
What we do...			
Autumn		Spring	Summer

• NCTEM – Magic Maths. • White Rose. • Continuous provision enhancements. • Adult focused small group activities.	• NCTEM – Magic Maths. • White Rose. • Continuous provision enhancements. • Adult focused small group activities.	• NCTEM – Magic Maths. • White Rose. • Continuous provision enhancements. • Adult focused small group activities.
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